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Title

**The effect of training based on reciliency on assertiveness and social self-
efficacy on of girl students in fourth grade of primary school in Kerman in 2020**

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فهرست مندرجات

عنوان	صفحه
فهرست جداول	ز
فهرست ضمائم و پیوست‌ها	د
چکیده	
فصل اول: مقدمه و اهداف	
۱-۱ مقدمه	۲
۱-۲ بیان مسئله و ضرورت موضوع	۲
۱-۳ اهداف کلی	۹
۱-۴ اهداف جزئی	۹
۱-۵ اهداف کاربردی	۹
۱-۶ فرضیات / سوالات تحقیق	۱۰
۱-۷ پیش‌فرض‌های تحقیق	۱۰
۱-۸ تعاریف عملی و نظری	۱۱
فصل دوم: چارچوب پنداشتی و بررسی متون	
۲-۱ کلیات موضوع	۱۴
۲-۲ مروری بر پژوهش‌های پیشین	۲۶
فصل سوم: مواد و روش‌ها	
۳-۱ روش تحقیق	۴۲
۳-۲ جنبه‌های مهم روش تحقیق	۴۲
فصل چهارم: یافته‌ها	
۴-۱ نتایج تحقیق	۵۰
فصل پنجم: بحث و نتیجه‌گیری	
۵-۱ بحث و تفسیر	۶۱
۵-۲ نتیجه‌گیری	۶۶
۵-۳ پیشنهادات	۶۶
منابع	۶۸
پیوست‌ها	۷۴

فهرست جداول

صفحه	عنوان
۵۰	جدول ۴-۱: توصیف اطلاعات دموگرافیک و زمینه ای واحدهای پژوهش در دو گروه مداخله و کنترل
۵۲	جدول ۴-۲: بررسی شرایط پارامتریک میانگین خودکارآمدی اجتماعی در زمان های مختلف در دو گروه مداخله و کنترل
۵۳	جدول ۴-۳: مقایسه میانگین نمره خودکارآمدی اجتماعی در زمان های مختلف در دو گروه مداخله و کنترل
۵۴	جدول ۴-۴: نتایج تعقیبی آزمون بونفرونی در خصوص مقایسه تغییرات میانگین نمره خودکارآمدی اجتماعی در زمان های مختلف بین دو گروه مداخله و کنترل
۵۵	جدول ۴-۵: نتایج تعقیبی آزمون بونفرونی در خصوص مقایسه تغییرات میانگین نمره خودکارآمدی اجتماعی در زمان های مختلف درون هر گروه
۵۶	جدول ۴-۶: بررسی شرایط پارامتریک میانگین نمره جرأت ورزی در زمان های مختلف در دو گروه مورد مطالعه
۵۷	جدول ۴-۷: مقایسه میانگین نمره جرأت ورزی در زمان های مختلف در دو گروه مداخله و کنترل
۵۸	جدول ۴-۸: نتایج تعقیبی آزمون بونفرونی در خصوص مقایسه تغییرات میانگین نمره جرأت ورزی در زمان های مختلف بین دو گروه مداخله و کنترل
۵۹	جدول ۴-۹: نتایج تعقیبی آزمون بونفرونی در خصوص مقایسه تغییرات میانگین نمره جرأت ورزی در زمان های مختلف درون هر گروه

فهرست ضمائم و پیوست‌ها

عنوان

صفحه

پیوست شماره یک: پرسشنامه اطلاعات دموگرافیک	۷۵
پیوست شماره دو: پرسشنامه جرأت ورزی	۷۶
پیوست شماره سه: پرسشنامه خودکارآمدی اجتماعی	۷۷
پیوست شماره چهار: شرح جلسات آموزش تاب آوری	۷۹
پیوست شماره پنج: گواهی شرکت در کارگاه	۸۸

چکیده

مقدمه و اهداف: کودکان به خصوص دختران در سنین بلوغ از اقشار آسیب پذیر هر جامعه ای محسوب می شوند که جهت مقابله با چالش های دنیای امروز، نیازمند مهارت هایی مانند جرأت ورزی و خودکارآمدی اجتماعی می باشند. جهت کسب و ارتقای مهارت ها در کودکان به نظر می رسد که آن ها نیازمند آموزش هایی مانند، آموزش مبتنی بر تاب آوری می باشند. لذا مطالعه ای با هدف تعیین تأثیر آموزش مبتنی بر تاب آوری بر جرأت ورزی و خودکارآمدی اجتماعی دانش آموزان دختر پایه چهارم دبستان در سال ۱۳۹۹ انجام شد.

روش ها: این پژوهش یک مطالعه تجربی است که بر روی دانش آموزان دختر پایه چهارم دبستان های شهر کرمان انجام شد. دانش آموزان واجد شرایط به شیوه در دسترس انتخاب و با استفاده از تخصیص تصادفی به دو گروه مداخله ($n=40$) و کنترل ($n=37$) تقسیم شدند. برای گروه مداخله، برنامه آموزش تاب آوری طی ۱۲ جلسه، براساس مدل "Henderson, Milstein" و "Pen" هفته ای دو مرتبه به صورت مجازی اجرا گردید؛ ولی گروه کنترل مداخله ای دریافت نکرد. پرسشنامه های جرأت ورزی و خودکارآمدی اجتماعی قبل، بلافاصله و یک ماه بعد از مداخله توسط هر دو گروه تکمیل شد. برای آنالیز داده ها از نرم افزار SPSS ۲۵ و روش های آماری توصیفی و استنباطی (کای اسکوئر، آنالیز واریانس در اندازه گیری مکرر) استفاده شد. سطح معنی داری در این مطالعه ۰/۰۵ در نظر گرفته شد.

یافته ها: نتایج نشان داد میزان جرأت ورزی قبل از مداخله، بین دو گروه مداخله ($17/28 \pm 69/97$) و کنترل ($16/556 \pm 65/48$) اختلاف معنا داری نداشت؛ اما بلافاصله ($3/73 \pm 26/80$) و یک ماه ($3/73 \pm 27/05$) بعد از مداخله، به طور معنا داری در دانش آموزان گروه مداخله نسبت به قبل از مداخله بهبود یافت و بین دو گروه تفاوت معناداری مشاهده شد ($p=0/0001$). همچنین میزان خودکارآمدی اجتماعی قبل از مداخله، بین دو گروه مداخله ($12/49 \pm 55/80$) و کنترل ($13/17 \pm 58/20$) اختلاف معنا داری نداشت؛ اما بلافاصله ($7/30 \pm 81/67$) و یک ماه ($7/06 \pm 81/25$) بعد از مداخله، به طور معنا داری در دانش

آموزان گروه مداخله نسبت به قبل از مداخله بهبود یافت و بین دو گروه تفاوت معناداری مشاهده شد ($p=0/0001$).

بحث و نتیجه گیری: نظر به اینکه بر اساس نتایج مطالعه، آموزش تاب آوری سبب ارتقای جرأت ورزی و خودکارآمدی اجتماعی در دانش آموزان دختر پایه چهارم دبستان شده است؛ آموزش تاب آوری جهت تقویت مهارت ها و پیشگیری از آسیب های روانی و اجتماعی در آنان توصیه می شود.

کلمات کلیدی: آموزش تاب آوری، جرأت ورزی، خودکارآمدی اجتماعی، دانش آموزان

Abstract

Background and objectives : Children, especially girls in puberty ages, are considered vulnerable in any society, to meet the challenges of today's world, they need skills such as assertiveness and social self-efficacy. Psychological interventions should be performed to acquire and improve skills in children, training based on resilience is one of the most widely used psychological interventions in this field. Therefore, a study was conducted to determine the effect of training based on resilience on assertiveness and social self-efficacy of fourth grade female students in 2020.

Methods : This research is an experimental study that was performed on fourth grade female students in primary schools in Kerman. Eligible students were selected by convenience sampling method and divided into intervention ($n = 40$) and control ($n = 37$) groups using random allocation. For the intervention group, the resilience training program was implemented in 12 sessions, based on the "Henderson, Milstein" and "Pen" models, twice a week; but the control group did not receive any intervention. Assertiveness and social self-efficacy questionnaires were completed by both groups before, immediately and one month after the intervention. Spss 25 software and descriptive and inferential statistical methods (Chi-square, analysis of variance in repeated measures) were used to analyze the data. Significance level in this study was considered 0.05.

Results : Based on the results showed that there was no significant difference between the two groups of intervention (69.97 ± 17.28) and control (65.48 ± 16.556) before the intervention; But immediately (26.80 ± 3.73) and one month (27.05 ± 3.73) after the intervention, students in the intervention group improved significantly compared to before the intervention and a

significant difference was observed between the two groups ($p = 0.0001$). Also, there was no significant difference between the two groups of intervention (55.80 ± 12.49) and control (58.20 ± 13.17) before the intervention; But immediately (81.67 ± 7.30) and one month (81.25 ± 7.06) after the intervention, students in the intervention group improved significantly compared to before the intervention and a significant difference was observed between the two groups ($p = 0.0001$).

Cunclusion : According to the results of the study, resilience education has promoted assertiveness and social self-efficacy in fourth grade female students; Resilience training is recommended to strengthen skills and prevent psychological and social harm in them.

Keywords : resiliency training, assertiveness, social self-efficacy, students

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